A Program Model:

Creating a Pre-service Clinical Diversity Training Program

Eusabia Mont, M.S., CCC-SLP
Assistant Clinical Professor, Hearing and Speech Sciences
University of Maryland, College Park

Disclosures

Eusabia Mont is a Clinical Assistant Professor of speech -language pathology in the departent of Hearing & Speech Sciences at the University of Maryland, College Park.

There are no other relevant financial or nonfinancial relationships to disclose

Learning Objectives

- Describe the methods for designing a diversity-focused clinical training program

- Examine the structure & components of the Cultural & Linguistic Diversity Emphasis Program (CLD-EP) at UMCP

- Discuss methods for assessing student learning and application of cultural and linguistic diversity training

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

A Program is Born

- Department & program demographics
- Beginning the discussion
- University approval process

Demographics & CLD -EP

18 students total
18 females; 0 male
10 White
3 Hispanic
2 Asian
1 Asian/White
2 Black

7 students total
7 female
2 Hispanic
1 East Asian
1 South Asian
1 Asian/White
1 Black
1 White

17 students total
17 females; 0 male
12 White
2 Hispanic
1 Asian
1 Black/Asian
1 Black/White

6 students total
6 female
2 White
1 Hispanic
1 Asian/White
1 Black/ Asian
1 Jewish

25 students total
23 females; 2 male
13 White
4 Hispanic
4 Asian
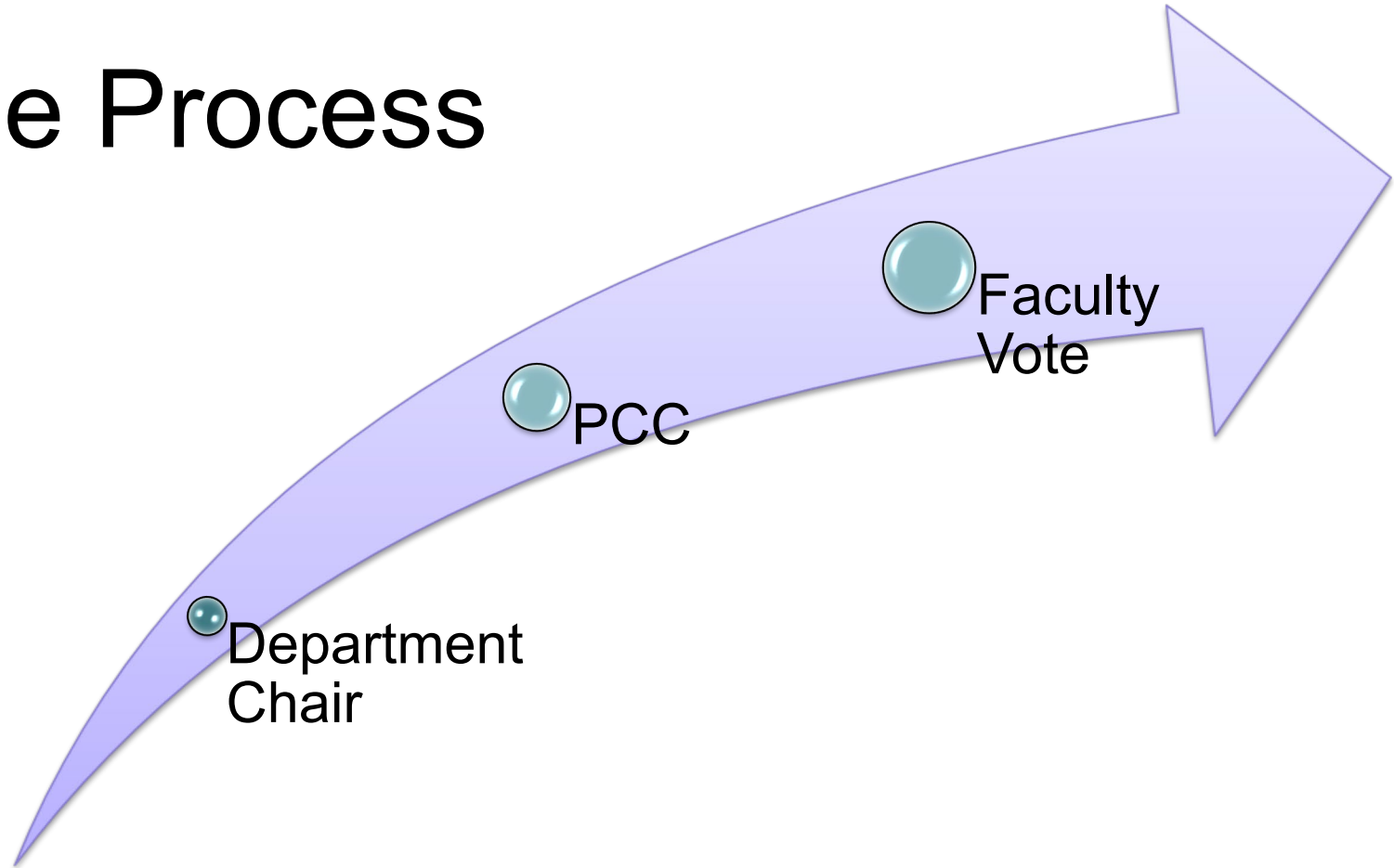3 Black
1 Alaska Native/White

9 students total
7 female; 2 male
6 White
2 Hispanic
1 East Asian

The Process

Limited enrollment, four semester program for students in the M.A. Speech - Language Pathology program

♥ CLD-EP

Seeks to provide an in depth understanding of cultural and linguistic differences that impact access to services, assessment, family counseling, and intervention across the lifespan.

Broad definition of "diversity " to include, gender, race, ethnicity, national origin, sexual orientation, socioeconomic status, aging, disability, and religious/spiritual beliefs

Program Development

- Content delivery
- Content structure
- Student & faculty time considerations
- The application process

Who are we?

Academic

Mentorship

CLD-EP

Independent Study

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program
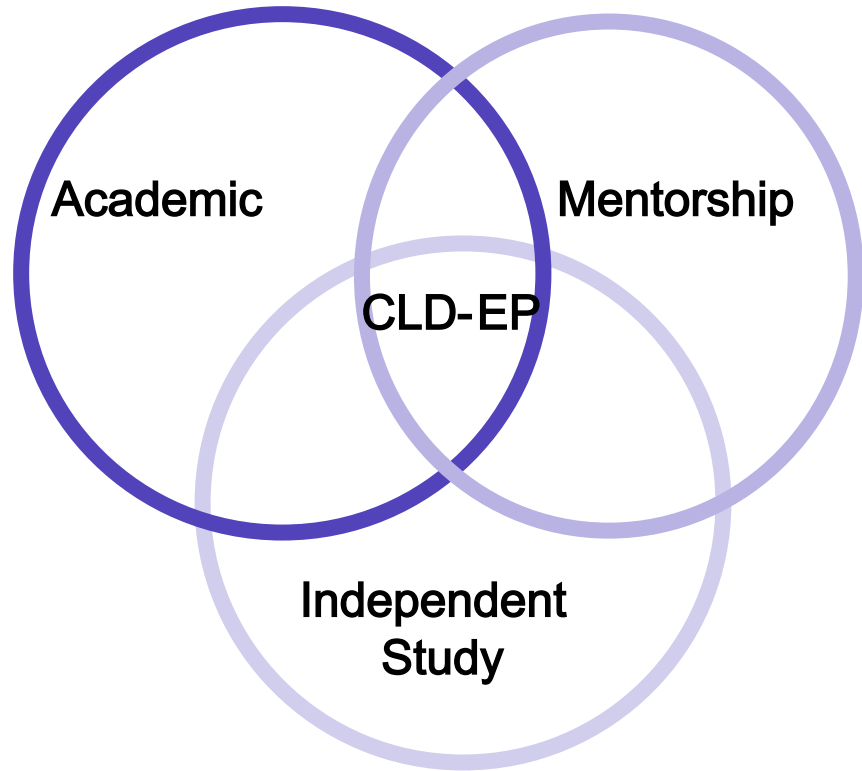
How many are familiar with Intergroup Dialogue?

Does anyone use this approach for clinical work &/ or teaching?

More than just Talk

Primary goal is to create dialogue across different groups in higher education

- Intentional and facilitated with a clear focus
- Involves "periods of lots of noise as people share and lots of silence as people muse"
- Not a debate; relationship building

(Wink, 2005, p. 41)

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

Aspects of Intergroup Dialogue

Dialogic Encounters

Focused on listening and speaking

Used as a method to gauge engagement.

Requires talking about risky and/or uncomfortable topics

Sustained communication & Involvement

Focused on achieving understanding

Commitment to engagement over time
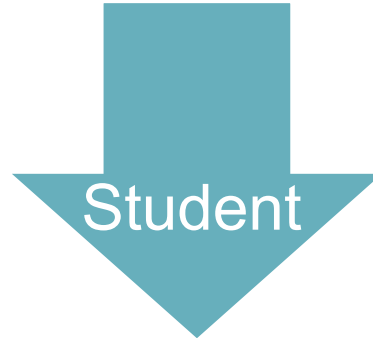
Discuss risky topics thoroughly

Intergroup Focus

Focused on the relationship within the group

Emphasis on interpersonal communication

Requires consistent examination of power relationships and different sociopolitical environments

Zuniga, et al., 2007

It's a matter of Time

Student

Number of credits earned

Coordination with academic and clinical requirements

Faculty

Available time for program development, learning experiences, administrative work

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

General Program Structure

1- credit seminar course; HESP 603

Student Time

- 4-5 sessions per month for learning seminars
- 2-3 readings & assignments per month
- 5 hours for professional activities in 4 semesters
- Meetings are structured around academic & clinic due dates

Faculty Time

- 50 % developing the learning experiences
- 30 % administrative work
- 10% developing new initiatives/professional development

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

Considerations

The Application Process

- **Determining the size of the cohort**
  - Graduate cohort size
  - Number of participants for meaningful discussion
  - Resources available

- **Application Requirements**
  - Transcript
  - Resume
  - Application

- Google forms
- Three questions – 100 word max per question
- Review by committee

Program Components

- Selecting topics & themes
- CLD-EP learning structure
- Learning seminars

Selecting CLD-EP Topics

- Cohort demographics
- Content delivery methods
- Program goals
- Student experiences
- Assessment of student learning outcomes

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

The Big 4

Clinical	Scholarly	Academic	Professional
One Diagnostic & treatment experience over three semesters	Candidacy Paper or thesis related to linguistic, cultural or economic variations	Coursework Learning Seminars to link theory and clinical application	Community-based activities Activities to foster cultural brokering

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

Learning Seminars

Two main elements

Clinical Core & Clinical Seminar

Clinical Core
- Weekly
- More organic
- No required readings or discussions
- Include active learning techniques for student assessment

Clinical Seminar
- Once a month
- Structured learning experience
- Preselected topics
- Required readings and/or assignments

Learning Seminar

- Welcome to CLD -EP

Self-reflection

Creating safe space

No interruptions

No observers allowed

Be transparent

Maintain confidentiality

Define what "diversity " means to each **participant**

Define what "diversity " means to **CLD-EP**

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

Learning Seminars

Topic: Ethnographic Interviewing

Learning Objective: To examine the origins of ethnographic interviewing and how it intersects with clinical work – diagnostic, treatment, and counseling

Description: In this seminar we examined the need for ethnographic interviewing techniques with diverse populations. Students discussed specific case studies from the HESP clinic and how to utilize learned techniques in diagnostic sessions and weekly interactions with clients and families.

CLD-EP
Cultural and Linguistic Diversity Emphasis Program

Learning Seminars

Topic: Colorblind Ideology

Learning Objective:
- To define color-blind ideology

- Identify color-blind racial ideology (CBRI) domains and types

- Explore personal attitudes and perspectives

- Describe clinical implications of CBRI

Description: In this seminar we define color-blind ideology and discuss personal perspectives and experiences. We examine the difference between 'ideology' and the specific outcomes/actions of racism. Students explore each domain on CBRI (color-evasion and power-evasion) and how these domains impact clinical work, specifically, racial and cultural stereotyping, developing empathy, and fear responses

Neville, et al., 2013

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

Assessing Student Learning Outcomes

- S. self-awareness
- T. thinking critically
- A. authentic experiences
- N. negotiating
- C. cross-culturally
- E. engagement

Mont, 2016
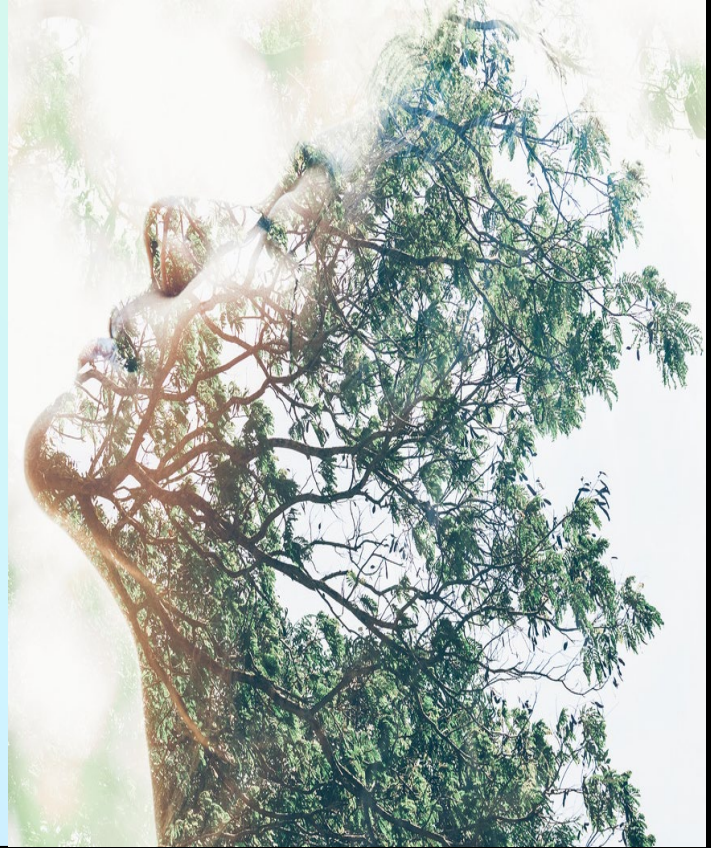
Performance Levels

- Recognizes & attempts to mitigate own "blind spots" or limitations in perspective

- Suggests culturally appropriate responses to blatant & subtle forms of bias

- Able to both assert own perspective and solicit others' views to ensure all perspectives are heard

- Recognizes difference between culturally-loaded & insensitive verbal and nonverbal language & why some language is offensive

Self-awareness

- **Opinion Polls**
  - Open discussion of contrasting views before and after presented material

- **Surveys with dialogical questions**
  - Completed at different intervals to encourage consistent examination of individual perceptions and attitudes

- **Personal connections**
  - Builds empathy
  - Connects individual beliefs to clinical outcomes

Thinking Critically

- **Harvesting activities**
  - "so what" & "now what"

- **Comparative analysis**
  - Recall, Summarize, Question, Connect, & Comment

- **Cultural Portfolio**
  - Submitted at the end of the CLD -EP

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

Authentic Experiences

- **Group discussion**
  - During learning seminars
  - Online discussion posts

- **Optimist/Pessimist**
  - Problem -based learning

- **Professional activities**
  - Facilitate MASLP core with clinical faculty

Negotiating Cross-Culturally

- **Blog post or Student presentations**
  - Completed at the end of CLD -EP

- **Hot topics/Current events**
  - Discussions of current events
  - Clinical implication

- **Cultural Brokering**
  - Discussions with peers
  - Discussions with faculty

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

E n g a g e m e n t

- **Clinical application**
  - Demonstrates culturally sensitive responses
  - Material selection that reflects a range of cultural experiences

- **Listening & Questioning**
  - To better understand others' perspective during discussion

- **Analysis of others' perspectives and grievances**
  - Responds in ways that acknowledge others' perspectives

CLD-EP

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program

Thanks!

Eusabia Mont

University of Maryland, College Park

emont@umd.edu

References

Angelo, T., Cross, K. P. (1993)*Classroom Assessment Techniques*(2nd ed.). San Francisco, CA: Jossey-Bass.

Khaja, K., Springer, J. T., Bigatti, S., Gibau, G. S., Whitehead, D., & Grove, K. (2011). Multicultural Teaching: Barriers and Recommendations. Journal on Excellence in College Teaching, 21(4), 5-28.

Kumagai, A. K., & Lypson, M. L. (2009). Beyond cultural competence: critical consciousness, social justice, and multicultural education. Academic Medicine, 84(6), 782-787.

Neville, H. A., Award, G. H., Brooks, J. E., Flores, M. P., & Bluemel, J. (2013). Color-blind ideology: Theory, training, and measurement implications in psychology. *American Psychologist, 68(6), 455-466.*

Pascarella, E. T., Edison, M., Nora, A., Hagedorn, L. S., & Terenzini, P. T. (1996). Influences on student's openness to diversity and challenge in the first year of college. Journal of Higher Education, 67, 174-195.

Wink, J., (2005). *Critical pedagogy: Notes from the real world* (3rd ed.). Boston: Pearson.

Zunigua, X., B. A. Nagda, M. Chesler, and A. Cytron-Walker. (2007). Intergroup dialogues in higher education: Meaningful learning about social justics. ASHE Higher Education Report series 32 (4). San Francisco: Jossey-Bass.

CLD-EP
Cultural and Linguistic Diversity
Emphasis Program